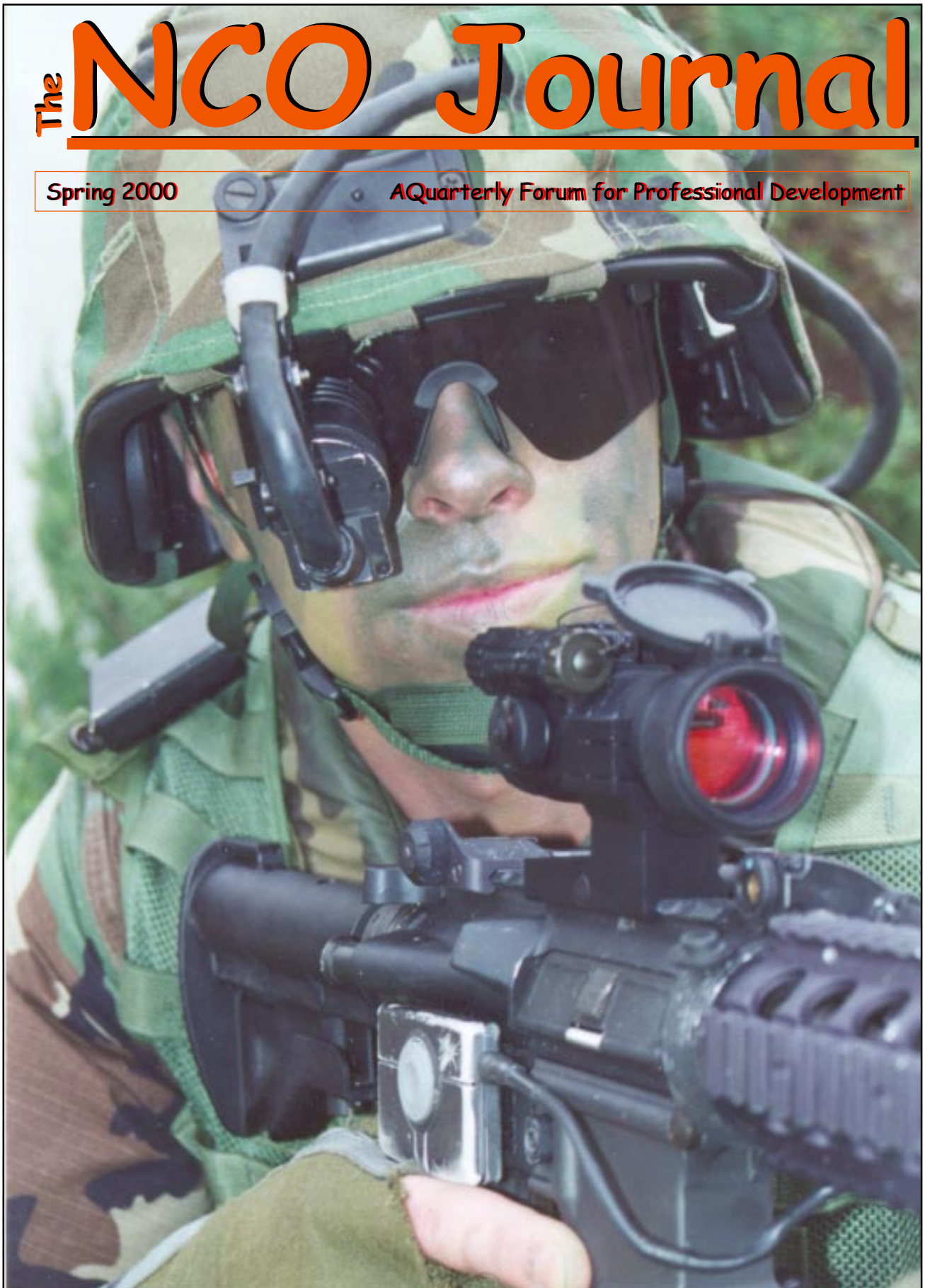


The NCO Journal

Spring 2000

A Quarterly Forum for Professional Development



The NCO Journal

Spring 2000

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The NCO Journal is a professional publication for Noncommissioned Officers of the U.S. Army. Views expressed herein are those of the authors. Views and contents do not necessarily reflect the official Army or Department of Defense positions and do not change or supersede information in other official publications.

Our mission is to provide a forum for the open exchange of ideas and information, to support training, education and development of the NCO Corps and to foster a closer bond among its members.

Submissions: Print and visual submissions of general interest to the NCO Corps are invited. Unsolicited submissions will not be returned. Photographs are U.S. government-furnished, unless otherwise credited. Prospective contributors are encouraged to contact the Journal to discuss requirements. Our Fax number is DSN 978-9210 or (915) 568-9210. Or, call (915) 568-9069 or DSN 978-9068/9069. Our e-mail address is:

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A soldier listens to instructions during a field training exercise at Basic Combat Training at Fort Jackson, S.C.

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Credits

Front Cover Photo by SSG Donald Sparks

More staff training needed for NCOs

"Do not let lack of training or patience from leaders prevent you from utilizing your NCOs and enlisted personnel. (From CALL Newsletter 95-7)

By SFC Stephen W. Bell

I've observed first hand as an observer-controller at the National Training Center (NTC) that staff NCOs and soldiers throughout the Army are in need of more development.

The NCOES doesn't provide many of the skills a soldier will need when placed into a staff position.

The only course available that comes close to filling this need is the Battle Staff

NCO Course taught at the U.S. Sergeants Major Academy.

Because of this void in training, many of our staff NCOs are given the perception that their only tactical responsibility is to ensure maintenance is pulled on the section's equipment.

As we scale back units, reduce the size of staffs, and operations become more complex and faster, we are going to have to change the way we conduct business.

NCOES must take the lead in this change, teaching NCOs to handle these challenges.

I'm not trying to say that

we should replace our commissioned counterparts, but we have to be able to function in a world that has become almost exclusively theirs in the past two decades.

I truly believe the future of our Army depends on complete integration of our staff NCOs.

The cost of sending qualified NCOs to the Battle Staff Course is high when measured in dollars and time lost in the unit.

The cost for this training can be mitigated by using mobile training teams or distance learning.

All authorized staff NCO positions, staff sergeants and above, within divi-

sional units should carry the Additional Skill Identifier 28- battle staff.

This is a sacrifice we as an Army must be willing to make if we want our NCOs to maximize their potential and perform to our expectations. This training has to become a priority for commanders and primary staff officers.

FM 25-101, "Battle Focused Training," shows a great example of how the breakdown of responsibilities between officers and NCOs should occur. While it focuses on training, I believe it can be applied just as effectively as a tool to integrate staff NCOs.

Distance learning only part of new Battle Staff NCO Course

By SSG Glenn A. Johnson

An old adage is that the maximum effective range of a rumor is zero meters. This may be true, but a rumor can still cause confusion and damage. Of late, rumors about the Battle Staff Noncommissioned Officer Course (BSNCOC) are causing concern among potential students of the course.

Much of the confusion is a result of the term "Distance Learning." The perception exists that "Distance Learning" is only video tele-training. "Converting over to 'Distance Learning' does not equate only to VTT," said Sgt. Maj. William D. Adams, chief instructor for the BSNCOC. "Actually, the course is a combination of non-resident and resident course material. Students identified by ATTRRS [Army Training Requirements and Resources System] are mailed a self-study, pre-resident packet, known as Phase I, that they must complete before they attend the resident portion of the

course."

Students must contact the BSNCOC Instructor/Coordinator Cell immediately upon receiving the Phase I packet. The student has 60 days to complete this material.

Upon completion of Phase I, the student will take an exam that is accessed via the Internet. Included in the Phase I packet is information that the student uses to log on the Internet site and take the exam.

Phase II, the resident portion of the BSNCOC, has its own share of concerns stemming from the start and end dates associated with both phases of the course.

"Although Phase I and Phase II make up the entire Battle Staff Course, they have separate ATTRRS course numbers, as well as starting and ending dates," said Adams. "However, you will notice that the end date for Phase I is the day before the report date for Phase II."

The final concern about the new BSNCOC is exactly where the resident portion will be held. The

prevailing notion is that it is at the United States Army Sergeants Major Academy (USASMA) at Fort Bliss, TX. This is a misconception.

"Each MACOM [Major Command] has a certain number of slots for soldiers to attend Phase II," explained Adams. "These slots could be at USASMA, at Fort McCoy or at any accredited VTT location. The soldier's MACOM will request where he or she will attend Phase II."

The Sergeants Major Academy has set up a BSNCOC Phase I Instructor/Coordinator Cell to answer any questions. They can be contacted at by commercial telephone at (915) 568-9211 or by DSN line 978-9211. Additionally the BSNCOC has its own web-site. It is located on the USASMA home page at <http://usasma.bliss.army.mil>. If these sources still can not answer all of the questions, students can call the Chief Instructor, Sgt. Maj. William D. Adams on commercial telephone line (915) 568-9165 or on DSN line, 978-9165.

By SGM Ian L. Knight

All of the four “C’s” — Competence, Commitment, Courage, Candor — are essential to a leader, military or otherwise. However, if I had to choose the most important, I would have to place “Competence” at the top of the list.

Throughout military history, conflicts on the field of battle turn on the competence of the forces fighting. In 31 BC, Queen Cleopatra and her Roman lover, Marc Antony, fought the Roman Navy at Actium.

They lost, defeated by the highly competent Roman Naval Forces. Their hastily assembled forces were no match for the Roman Navy with its many years of warfare experience, hence competence.

At the First Battle of Bull Run during the Civil War, Confederate GEN Thomas Jackson earned the nickname “Stonewall” for standing firm as a stone wall during the heat of battle.

As a commander, he demonstrated extreme competence.

That demonstration of personal competence caused his men to rally around him and hold their ground against numerically

superior forces of Union GEN George McClellan.

The exodus of highly competent officers hurt the Union Army the first two years of the war.

On the second day of the Gettysburg campaign, New Englander Joshua Lawrence Chamberlain kept the South from turning his flank.

Had the South been successful, it might have changed the outcome of the battle. Chamberlain demonstrate extreme competence as a leader. As his forces continued to hold the Confederates, his ammunition ran low.

In a desperate but calculated move, he ordered a bayonet charge instead of the retreat the Southern soldiers were expecting. This broke the Confederate charge and saved the Union flank.

His men had faith in his competence, so they charged. Before the war, Chamberlain was a New

England school professor. His competence came from inside him.

He probably didn’t even know he had this essential leadership trait, but his men saw it, followed him and saved the day for the Union.

In 1917, the United States Army was in Europe, ready to fight the pivotal battles of 1918 that would see the end of World War I.

At the end of September 1918, the American First Army launched the offensive in the Meuse-Argonne.

One American division, the 35th, would do poorly in the battle because of lack of competence.

Lack of competence in the 35th Div resulted in a major breakdown in command and control.

The unit consisted of National Guard troops hurriedly thrown together to form the division.

They had almost no opportunity to train and therefore did not develop competence at either the unit or individual levels.

Just before the battle, higher headquarters changed the division chief of staff and several regimental commanders. During the early battle, elements of the 35th Div totally broke down.

Leader incompetence was such that one replacement regimental commander lost his unit for more than 23 hours.

A withdrawal movement in the face of the German forces turned into a rout.

Under fire, the Americans broke and ran. The men did not believe in the competence of their leaders, so they ran.

In Vietnam, two American battalion commanders vividly displayed different levels of competence during battle.

The 1st Cav. Div. (Airmobile) was in the Ia

COMPETENCE AND CANDOR COMMITMENT COURAGE

COMPETENCE

is every NCO's watchword

Drang Valley in November 1965 searching for the enemy.

On November 14, they found them. LTC Hal Moore's battalion came under heavy fire as they landed on "LZ X-Ray."

For the next two days they fought a numerically superior enemy force.

enemy.

On the third day, the 2nd Bn, 7th Cav, under the command of LTC Robert McDade, a former staff officer, allowed his battalion to stretch out over 600 meters in column formation.

He failed to order flank security or screen elements to his front.

As the lead element

7th Cave, in the center of the column, lost all but eight soldiers, most of whom played dead to survive.

In less than 24 hours, 2,400 of the battalion's soldiers were dead and an equal number lay wounded.

Once again, competence was pivotal. Moore's trained and competent group survived the attack and inflicted heavy casualties on the enemy.

On the other hand, the Vietnamese almost wiped

They placed effective fires sufficient to save the surviving pilot, CW2 Michael Durant, holding off a numerically superior force until they ran out of ammunition and died at their posts.

Granted, these American soldiers demonstrated everything we hold dear.

They were brave and committed to selfless service, but I contend that had they not also been tactically and technically competent, the sacrifice of their lives would have been in vain.

You can be brave and willing to sacrifice to a fault. Unless you are competent enough to accomplish, you're throwing your life away.

As I, pointed out in these historical examples, I believe the other three "Cs" go to waste without competence.

Without competence, you cannot perform your mission. Without competence, you cannot train your soldier to do their mission.

If you are not competent, in most cases, your soldiers will not trust you to lead them through the thick of battle.

Without competence, everything else is wasted sacrifice.

"Without competence, you cannot train your soldier to do their mission. If you are not competent, in most cases, your soldiers will not trust you to lead them through the thick of battle."

While the 1st Bn, 7th Cav lost 79 soldiers, the enemy lost approximately 1,200 forces.

Moore's battalion was successful because he was competent tactically and technically.

He and the unit had been together for more than two years. He trained his soldiers. The result is that they were competent when faced with the Vietnamese

reached Albany, the Vietnamese attacked on the flanks. They cut the column, isolating all but the LIZ group and the rear company.

The attack caught element leaders and their radiomen away from their units. Cut off, the units couldn't communicate with the command group for the next 24 hours.

The Vietnamese overran all but the LIZ and rear elements. CO C, 2nd Ban,

out McDade's battalion.

His failure to be tactically competent unnecessarily cost American soldiers their lives.

More recently, two Special Operations NCOs in Somalia displayed technical and tactical competence.

Volunteering to secure a downed Blackhawk helicopter, MSG Gary Gordon and SFC Randall Shughart fought their way to the crash site.

Soldier's Cycle

in NCOES depends on co

by 1SG Bryan D.
Radcliffe

If I were sitting there with you right now trying to decide if I wanted to read this article, I'd be thinking to myself: "Oh no, this guy is a deputy commandant at an Army NCO Academy. He's going to give a dull and self-congratulatory speech about 'his' Non-commissioned Officer Education System (NCOES), about how 'he' makes it work at 'his' Academy."

Instead, I'd like to talk about the importance of your soldier's success in the NCOES.

I'm talking about the importance of the soldier's successful development. That soldier's success is part of what I call the "Cycle of Success."

The "Cycle of Success" concept deals with success on only three fundamental levels: "Our Success," "Soldier's Success," and "Unit Success." Each level of success differs. Yet, each level is critical to every organization.

The cycle begins with "Our Success." We, the NCOs, are the "Our" in "Our Success." We're the beginning, the middle and the end of every soldier's success. Our success is the beginning of every soldier's involvement with the NCOES,

Initially, "Our Success" will be synonymous with

the word "preparation." We must be successful in preparing a soldier for his or her first step into the system — PLDC — and continue to prepare them for each subsequent step. Our efforts to help prepare the soldier take many forms.

First, we must influence commanders at every level to sponsor and emphasize the importance of formal soldier education.

Time is critical in the soldier's preparation and we must constantly influence the command to provide it. It is the only factor that we as NCOs don't control.

As our soldier prepares, a number of mental and physical influences affect the preparation. We can manage influences. The immediate influence is the soldier's fear of the unknown.

We've told him or her that they're going to the Academy because they're good soldiers and have earned the right to progress in their careers. Now we need to tell them what to expect.

We've all been there. We've attended the courses, know what's taught, know how they'll have to act and we know the problems they will face.

confident in his or her ability to compete equally. This doesn't mean that we're responsible for teaching the soldier the course. It means being aware of the course requirements.

We're the institutional knowledge that our soldiers rely upon.

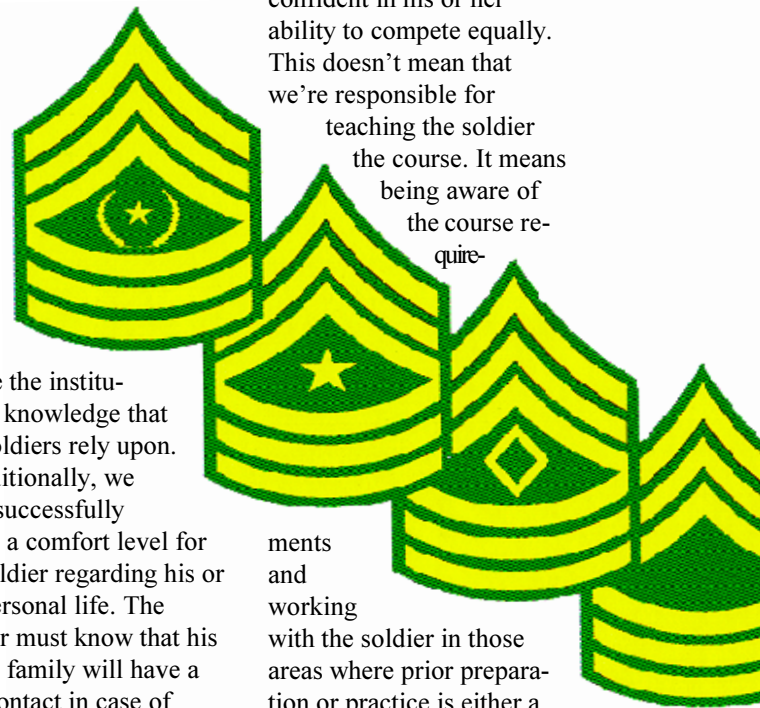
Additionally, we must successfully create a comfort level for the soldier regarding his or her personal life. The soldier must know that his or her family will have a unit contact in case of emergency or even basic needs. We must establish that support in full view of the soldier, so that the soldier knows it's there.

The soldier's financial capability to attend school must also be investigated. If a hardship exists, it's our responsibility to recognize it, and either satisfactorily resolve the situation or recommend that the soldier delay attendance until he or she is better able to attend.

Next, we must successfully provide the soldier with the knowledge and practice necessary to walk into the Academy environment with peers and feel

ments and working with the soldier in those areas where prior preparation or practice is either a necessity or at least good sense. This includes preparation of uniforms and equipment, practice in land navigation and ordinary physical conditioning, among other things. Knowing your soldier, his or her weaknesses and strengths, allow you to determine what your soldier needs most.

Coaching the soldier in weak areas is critical. I see soldiers every day who are weak in certain areas of the course curriculum because their MOS doesn't afford them the opportunity to practice in that area on a routine basis.



ycle of Success

Command involvement



We need to involve the unit in the preparation of the soldier at every opportunity. There's no better environment to coach and encourage the soldier's preparation for school than with his or her own team members.

Have the soldier's squad members inspect his or her uniforms. Take all of the squad out for land navigation practice with the goal being to assist the soldier in preparation for the school training.

Have map reading practice for the unit. Any practice by the unit of anything that the soldier may encounter as a student develops the soldier's skills and aids his or her confidence when attending the course.

The team involvement in the

ys dividends in other other members of the ntion and focus placed who is preparing for

l the importance the ssisting and preparing n NCOES course. role is bound to be

successful because equately prepared. n preparing the e first step in the has enabled the ller to have the opportunity to successfully complete re course.

"Our Success" equals ss," is the first step in Soldier Success" is his or her successful e course.

The soldier brings his success back to the unit in the form of new knowledge and a new confidence in his or her abilities as leader of soldiers. This forms the next two steps in the cycle.

First, the "Soldier's Success" enables him or her to assume a leadership role in the unit along with us. This provides us with additional means of influence on the remaining soldiers of the unit to facilitate good training.

Our success in the training of our soldiers is enhanced by the success of the returning graduate.

Thus, "Soldier's Success" equals "Our Success" is the second step.

The unit NCO trainer foundation, "Our Success," has grown. With

increased training capabilities, the unit is better able to successfully execute its collective missions.

The third step then is "Our Success" equals "Unit Success."

A successful unit becomes a unit of well trained and motivated soldiers with high degree of esprit de corps and morale. Members of the unit work well together as a team and realize the benefits of being successful. This motivates the unit to continue that success and to recognize that good training — the training that we are responsible for — is the means to that end. "Our Success" in training got the unit to where it is. "Our Success" in providing that training is called upon again to maintain the unit's standing.

Finally, the fourth step is "Unit Success" equals "Our Success." The cycle is now complete as we find ourselves back where we started. Another young soldier turns to us, hungry to learn, anxious to move forward in the same direction that he or she see the unit moving.

We see that the last step in the cycle is simply returning to the first step in the cycle. That soldier needs "Our Success" to enable him or her to be successful.

If the NCO leaders of today's Army aren't successful in preparing our soldiers for the next mission through training, then the cycle cannot begin and the unit cannot be successful.

"Our Success" is the critical hub around which all other "successes" — whether for the individual soldier or the unit — revolves.

We NCO leaders are the key to success. We are the 'first soldiers' for our soldiers today. "Our Success" will begin the cycle that will lead to theirs.

WOMEN IN THE ARMY RESERVE

by LTC Randy Pullen

Remember the old saying: “Behind every good man is a good woman?” In today’s Army Reserve, that good woman quite often is in front of that good man as his leader.

It took a great deal of hard work and dedication to reach this point for the women of the Army Reserve.

Women’s History Month is a suitable occasions to take note of some of the things that women have accomplished in Army Reserve history.

For example, President Harry S. Truman signed a milestone piece of legislation for women in the military when he penned his name to the Women’s Armed Services Integration Act on June 12, 1948.

Among other things, it authorized women to serve in the Organized Reserves. When the Korean War began, women reservists were called to active duty for the first time.

Like their male reserve counterparts, most of them were World War II veterans.

Although the 1948 law as landmark legislation for women in the military, it did limit their numbers. Only two percent of the enlisted force could be women.

Female officers were kept to 10 percent of the women’s enlisted strength. Congress removed this restriction in 1967, but there were few Army Reserve women until the mid-1970s.

On July 1, 1972, there were only 483 Women’s Army Corps (WAC)

soldiers in USAR units and 281 in the Individual Ready Reserve (IRR). Other women in Reserve status served in the Army medical branches.

Then chief of Army Reserve, MG William J. Sutton, directed that reserve recruiters work to increase the number of women in the Army Reserve.

Also in 1972, the Reserve Officers Training Corps (ROTC) was opened to women. Two years later, there were 6,669 women in Army Reserve units.

By 1982, there were almost 39,000 women in USAR units, 16.4 percent of unit strength.

From these beginnings, we move ahead to where we are now with women being full and integral members of the Army Reserve.

More than 50,000 women make up 24.5 percent of the Selected Reserve today. Clearly, just as the Army can not do its missions without the Army Reserve, the Army Reserve can not do its missions without its female citizen-soldiers.

The first woman to achieve general officer rank in the Army Reserve was Dorothy B. Pocklington.

She was promoted to brigadier general on June 30, 1989, becoming the assistant to the chief, Army Nurse Corps, for Mobilization and Reserve Affairs.

At present, there are five women general officers or promotable colonels in the Army Reserve in an active status.

They serve as deputy commanders of major USAR commands or as senior

“Clearly, just as the Army can not do its missions without the Army Reserve, the Army Reserve can not do its missions without its female citizen-soldiers.”

staff officers at Army or Department of Defense-level agencies.

The achievements of Army Reservists have not been contained entirely within the Army.

LTC Christina Anderson, an Active Guard Reserve (AGR) officer, was the first female soldier (active or reserve) to attend the Marine Corps resident Command and General Staff College. Anderson’s sister, Colonel Karen Lloyd, was the Army’s first woman Medical Service Corps helicopter pilot.

More recently, CWO4 Gwen Schallow of the 8th Battalion, 229th Aviation Regiment, became the first army woman to qualify as pilot in command of an Apache attack helicopter.

Wherever the Army Reserve is today, from the Balkans to Central America, from an Army reserve center in New Hampshire to an exercise at Fort Bliss, TX, women reservists make their presence felt.



Building Army Values

*is more than reciting Loyalty, Duty, Respect,
Selfless-Service, Honor, Integrity, Personal Courage*



photo by Staff Sgt. Donald Sparks

By MSG Bruce W. Barnes

Since the beginning of our nation over 200 years ago, our military has experienced many great technological achievements (from the first steam-powered tank to digital warfare).

However, no matter how great our technology, we are still far behind in the field of ethics.

The moral problems facing our nation today present one of the single greatest challenges to our country's future.

With the Army's recent implementation of the seven core values, our leadership has demonstrated its commitment to conquering the ethical threat that plagues our nation.

But, is it enough to simply publish these values for all to see. As leaders, we must not only read and understand these values, we must demonstrate them in our character.

When soldiers are asked if they know the Army's seven core values, they answer quickly: "loyalty, duty, respect, selfless service, honesty, integrity, and personal courage."

When the same soldiers are asked how they incorporate these values into their character, they get a bewildered look on their faces.

I believe there are five steps

Building Army Values is every leader's responsibility at every level.

we can use to build these values into our character - DECIDED, CONFRONT, PRACTICE, MENTOR, AND REFLECT.

Just as in building a house, one must start with the foundation first. Through the process of deciding, confronting, practicing, mentoring and reflecting, we can build a strong ethical foundation from the ground up.

DECIDE

The first step in building a strong foundation is to decide upon what values are most important to you. When determining personal values, it is helpful to imagine if today was the last day of your life, and you had 24 hours to live.

Then ask the questions, "What would I spend my last hours doing?" The answer to this question will help identify what you value the most. When you place all of your values together, you will begin to see your purpose in life.

A purpose is not a goal. A purpose is a general direction or path you follow while attaining your goals.

A sense of purpose will focus your actions on living your values.

For instance, if one of your values is family, then choose a goal that will help you to improve upon this value. Next, write down your goals so you can insure your daily actions support your values.

CONFRONT

The second step is to confront difficult situations as if you already embrace the values you had previously decided to adopt.

By acting in a manner that is consistent with your personal values, you begin to form a habit.

A habit is defined as an acquired pattern of behavior that has become almost involuntary as a result of frequent repetition.

To assist in making a habit of living your values, mentally rehearse or visualize what you would do if you were confronted with a moral dilemma. By visualizing your values,



photo by Staff Sgt. Donald Sparks

Soldiers are taught the Seven Army Core Values upon entering the Army, but leaders must instill them daily.

you can mentally prepare yourself before making ethical decisions.

PRACTICE

The best way to learn anything is to perform, or practice, the skill you are trying to develop. As leaders, we must be aware of how our values impact others. Your soldiers watch your actions on a daily basis. They deserve to be led by a strong ethical leader.

Alexander Hamilton once said "those who do not stand for something may fall for anything."

MENTOR

Mentoring is the key to implementing the Army's core values. The most effective way to teach is by example.

However, once you have mastered your personal values, you need to help develop those of your subordinates. Then, look for those values in your subordinates.

Once discovered, immediately praise and encourage the behavior. It is important to note that mentoring values is not preaching values. Mentoring is the process of leading by example and rewarding positive behavior.

"But, is it enough to simply publish these values for all to see. As leaders, we must not only read and understand these values, we must demonstrate them in our character."

REFLECT

The final step in building a strong ethical foundation is to reflect on your personal habits. Ask the question, "Am I living my life in accordance with my values?" If the answer is yes, then you should have attained many of your goals. If you have not made satisfactory progress toward your goals, you need to recheck your road map (goals) once again to determine if your actions reflect your purpose and direction in life.



A SOLDIER'S ROOTS

BEGINS AT BASIC COMBAT TRAINING



Photos by SSG Donald Sparks

Before you walk you must crawl and before NCO's put on their chevrons, they must become soldiers first.

Recruits are transformed into soldiers after completing Basic Combat Training. Every NCO, from corporal to command sergeant major, begin their roots by waking up before 0'dark-thirty, pushing up the Earth and getting dirty and grungy.

It is here that soldiers are made and leaders created. You are in the Army now!

